

CHLD 110: EARLY CHILDHOOD DEVELOPMENT

Proposed Start Term

Fall 2019

Discipline

CHLD - Child Development

Course Number

110

Course Title

Early Childhood Development

Catalog Course Description

This introductory course examines the major physical, cognitive, and psychosocial developmental milestones for children from conception through early childhood. There will be an emphasis on interactions between maturational processes and environmental factors. While studying development, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. 54 lecture hours.

Course Purpose

Degree Applicable

Instruction Type(s)

Lecture

Minimum Qualifications

Child Development Psychology

General Education/Degree/Transfer Course**Transferable to CSU**

Yes

Transferable to UC

No

CSU GE Areas**CSU GE Areas**

Yes - Approved

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
Psychology

IGETC Areas**IGETC Areas**

No

Course Units/Hours**Credits**

3

Lecture Hours

54

For every hour of lecture, student is expected to spend two hours of study outside of class.

Lab Hours

0

Hours Arranged

0

Is this course repeatable?

No

Maximum Enrollment (Lecture):

45

Grading Method

Standard Letter, Pass/No Pass

Fee Information**Materials Fee**

No

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:

Competencies

Creative, Critical, and Analytical Thinking

Outcome

Identify, evaluate and demonstrate understanding of developmental theories and their application to parenting and educational strategies to various stages of early childhood

Assessment

through assessment of group discussion, individual and/or group written assignments, presentations and/or tests.

Competencies

Community/Global Consciousness and Responsibility

Outcome

Identify and analyze family relationships and patterns, culture, and environmental circumstances and experiences which affect the course of normal development in children

Assessment

through assessment of group discussion, individual and/or group written assignments, presentations and/or tests.

Competencies

Discipline/Subject Area Specific Content Material

Outcome

Demonstrate knowledge of normal development from the prenatal stage through early childhood beneficial to parents and teachers

Assessment

through assessment of group discussion, individual and/or group written assignments, presentations and/or tests.

Course Objectives

Course Objectives

Objective
1 Describe major developmental milestones for children from conception through early childhood in the areas of physical, psychosocial, cognitive, and language development.
2 Analyze and identify cultural and environmental contexts that affect children's development.
3 Identify and analyze major theoretical frameworks related to the study and understanding of child development.
4 Apply developmental research and theory to child observations, surveys, and/or interviews.
5 Differentiate characteristics of typical and atypical development.

Course Content

Major Course Content

1. **Child Development is a Field of Study**
 - a. Research methodology used in studying child development
 - b. Theories and their applications to child development
 - c. Strategies for observing children
 - d. Developmentally appropriate practice at different ages/stages of child development
 - e. Stages of parenthood during early childhood
2. **Preparation for Parenthood**
 - a. Heredity/Genetics/Reproduction
 - b. Preparing siblings
3. **Prenatal development**
 - a. Stages of prenatal development
 - b. Factors that influence healthy prenatal development
4. **Birth and the Neonate**
 - a. The birth process
 - b. Neonate health assessments
 - c. Neonates in need of assistance
 - d. Experiences with being a new parent
5. **Infancy & Toddlerhood: One to Three Years**
 - a. Psychosocial development
 - b. Physical development
 - c. Cognitive development
 - d. Observation of infant/toddler
 - e. Observation of two-three year old
 - f. Developmentally appropriate child care for infants & toddlers
6. **Early Childhood: Three to Six years**
 - a. Psychosocial development
 - b. Physical development
 - c. Cognitive development
 - d. Observation of a four to six year old
7. E. Issues of child maltreatment
8. F. Developmentally appropriate early childhood education
9. **VI. Careers with Young Children**
 10. A. Careers in child care and early childhood education
 11. B. Title 22 teachers
 12. C. Child development permits
 13. D. The need for quality child care for infants, toddlers and preschoolers

Requisites & Entrance Skills

Entrance Skills

Code	Requisites
1	

Methods of Assessment

Multiple measures may include, but are not limited to, the following typical classroom assessment techniques/required assignments:

Class Participation
Class Work
Exams/Tests
Group Projects
Home Work
Standardized instrument objectively measuring student knowledge
Standard instrument measuring student subjective opinion
Oral Presentation
Papers
Projects
Quizzes
Research Projects
Simulation

Additional assessment information

Written analysis of observations of children. Discuss behaviors that show developmental stages and/or support theories.
A course grade may not be based solely on attendance.

Methods of Instruction

Methods of Instruction

Audio Visual Presentations
Class Activities
Class Discussions
Collaborative Group Work
Computer-aided Presentation
Demonstrations
Group Discussions
Guest Speakers
Guided Instruction
Internet Research
Lecture
Observation
Reading Assignments

Course Textbooks/Resources

Resource Type

Book

Formatting Style

MLA

Required or Supplemental

Required

Description

Martorell, Gabriela. *Child from Birth to Adolescence*, 1 ed. New York: McGraw-Hill Education, 2012. Print. , ISBN: 9780078035517.

Course Assignments

Suggested reading other than required textbook:

The reading for this course is journal articles and online articles such as "Young Children."

Examples of Outside Assignments:

Student will provide examples of learning links from classroom topics to the real world of children/families. This could include applying critical analysis of topics such as the experience of being a new parent, stages of parenting, parenting styles, cultural diversity in child rearing and family patterns, issues and effects of stress on families, the importance of play in nurturing physical, intellectual and/or psychosocial development during early childhood.

Examples of Required Writing Assignments:

Through direct observation of a 10-18 month old child (and their parent), students will identify and provide examples of relevant physical (i.e. abilities and motor skills), intellectual (i.e. goal-directed behaviors and object permanence) and psychosocial (i.e. stranger anxiety, "trust," and temperament) aspects of development.

Classification & Codes